



THE AGA KHAN UNIVERSITY

Report 2008



The Aga Khan University

Programmes and Affiliations

PAKISTAN

KARACHI

Faculty of Health Sciences

Medical College

School of Nursing

University Hospital, Karachi

Institute for Educational Development, Pakistan

Institute for Educational Development –

Professional Development Centre

Examination Board

*Faculty of Arts and Sciences**

CHITRAL

GILGIT

Institute for Educational Development –

Professional Development Centre

EAST AFRICA

KENYA

NAIROBI

University Hospital, Nairobi

Postgraduate Medical Education

Advanced Nursing Studies

*Faculty of Health Sciences**

TANZANIA

DAR ES SALAAM

Institute for Educational Development, East Africa

Postgraduate Medical Education

Advanced Nursing Studies

ARUSHA

*Faculty of Arts and Sciences**

UGANDA

KAMPALA

Advanced Nursing Studies

UNITED KINGDOM

LONDON

Institute for the Study of Muslim Civilisations

AFGHANISTAN

French Medical Institute for Children

Teaching site supporting postgraduate

medical education, nursing education and the

professional development of teacher educators

SYRIA

Teaching site supporting nursing education,
hospital quality assurance and the professional
development of teacher educators

EGYPT

Teaching site supporting nursing education

ASSISTANCE TO GOVERNMENTS

Afghanistan, Bangladesh, Egypt, India, Kenya,
Kyrgyz Republic, Pakistan, Syria, Tajikistan,
Tanzania and Uganda

**Planned*

*The Faculty of Arts and Sciences
in Arusha, Tanzania will be the
University's principal campus in
East Africa with over 1,500
undergraduate and several hundred
graduate students.*



UK

EGYPT

SYRIA

UGANDA

KENYA

TANZANIA

AFGHANISTAN

PAKISTAN



Chancellor's Message

“As I have watched our recent progress, it is clear that we are now moving at an accelerating pace into a new phase of our history – a period in which our energies will be focused more than ever on reaching out to new locations, new disciplines and new partners.

It is a time when we will become more inter-dependent, more interdisciplinary and more international – just as our world itself is becoming more inter-related.

The Aga Khan University has been described as a ‘problem-oriented university’ – a description of which we should all be proud. It explains why we focused so sharply on the fields of health and education in our early days – these were the sectors where our planners identified as the most urgent problems. And they are still areas of central concern.

But with the passage of time, we have come to see that meeting the problems of any one sector increasingly requires an understanding of other sectors – and that the best way to broaden our impact is to broaden our reach.

There has always been a human tendency to seek a simple, all-powerful answer to the world's problems. Those who have lived or worked in the developing world know this pattern particularly well. When progress seems to be moving at a snail's pace, we are easily persuaded that there must be some ‘quick fix’.

And thus we have lurched from one panacea to another, from dogmatic socialism to romantic nationalism, from embattled tribalism to rampant individualism. For a period of time we behaved as though our political systems or economic institutions or cultural traditions could save us – or perhaps that some heroic leader was the answer. I suspect that many of us have hoped, from time to time, that education would be the solution – and that if we could create the right learning institutions, then everything else would fall into place.

But the plain truth of the matter is that everything else does not just fall into place. The hard reality of life is that there is no single button we can push that will set off an unstoppable wave of progress.

Social progress, in the long run, will not be found by delegating an all-dominant role to any one player – but rather through multi-sector partnerships. And within each sector of society, diversity should be a watchword. Healthy communities must respect a range of educational choices, a diversity of economic decision-makers, multiple levels of political activity, and a variety of religious and cultural expressions.”

HIS HIGHNESS THE AGA KHAN

Chancellor's Address at Aga Khan University Convocation 2006



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Chairman's Message



Twenty-five years ago the Chancellor, His Highness the Aga Khan set an ambitious vision to establish a university serving “the developing world and Muslim societies in innovative and enduring ways”. Underlying this vision was a commitment to bring the best in global academic and research standards to the Aga Khan University. As such, the focus of AKU has been necessarily international from its inception bringing international best practices to serve the needs of local communities.

In its first quarter century, AKU established programmes that served the community’s immediate needs for health care and education services. In East Africa, AKU established continuing education programmes that enabled working nurses and teachers to improve their professional skills while continuing to provide for their families. In Afghanistan, AKU developed the national nursing curriculum, teaching materials and training for nurse educators and opened the first children’s hospital in the country by partnering with national governments and an international network of civil society institutions. In Pakistan, AKU elevated the nursing profession and improved the status of women by introducing professional nursing programmes and a nursing council for maintaining standards. At the same time, the University produced highly competent physicians and specialists who not only provided quality medical care but also engaged in research funded by international research foundations to develop feasible solutions to challenges, such as infant malnutrition and mortality.

Today, many institutions of higher education in the West are expanding their scope to become more international. This has taken multiple forms, including satellite campuses, delivering programmes in foreign countries, student exchanges between sites, and visiting faculty. Our approach to internationalisation is different.

As we expand and become a comprehensive university, we are setting up multiple campuses and programmes spread across multiple regions in South and Central Asia and East Africa. Historically, internationalisation has resulted in a “brain drain” of the developing world’s limited intellectual resources to the West. AKU now hopes to counter this effect by bringing together different regions of the developing world through its multiple national or regional campuses, introducing social, economic and academic benefits, and areas of opportunity where they did not exist before. For AKU students and faculty perhaps the most obvious opportunity is to connect as a global academic community and share as well as create knowledge on a common platform.

Expanding internationally is not without its challenges. AKU must be careful to retain the regional relevance of its offering by reflecting the region’s cultural and social norms and needs in the profile of its faculty and students. At the same time, we must work to derive the many benefits of scale from being part of an international university. Consistent with its guiding principles, AKU also seeks to build governance structures across its campuses that retain and reflect the University’s commitment to international quality standards. Internationalisation has to be a core dimension of the academic and service functions of the University, in order that we may best equip our graduates to be innovative and capable leaders, have the desired impact on society and achieve long term sustainability for the Aga Khan University.

In the 2008 Report, you will be able to read more about how Aga Khan University is expanding its international focus to include new regions of East Africa and South and Central Asia.

Ambassador Saidullah Khan Dehlavi

President's Foreword



As the Aga Khan University celebrates its first 25 years, it is important for us to reflect on the role of the University in empowering society to address its needs.

At its founding, one of the main purposes of our University was to be an integral part of the development of the countries in which we work. In the words of the Chancellor, His Highness the Aga Khan, AKU was established to be “the intellectual turning plate” for the Aga Khan Development Network, focusing on education, research and best practices to improve the quality of life in countries of Africa and South and Central Asia.

So what is the context within which we work to deliver to this vision? Today, AKU operates in eight countries spread across three continents. In each of these regions we see that youth are frustrated and puzzled by the conditions in their societies. We have a generation weary and angry from the condescension they have to tolerate – being viewed as the world’s charity case and having solutions from outside dictated to them. Young leaders look out to their nation’s neighbours and struggle to understand just where did things go so wrong? After several centuries of common history, they are rightfully asking how is it possible that these neighbouring countries are living such different economic and political existences? Youth are also straining to recover from decades of constraints and eager to join and benefit from the global economy. They are grappling with the diversity of their societies, particularly their historical ethnic and faith differences as well as the recent effects of immigration and internally displaced persons on distinct societies that are now compelled to redefine themselves as pluralistic nations.

These challenges, coupled with increasing global competition, rising environmental uncertainties and a technology-driven knowledge society mean that young leaders are searching for the capacities and capabilities to tackle problems faced by their people. They want to engage local talent and local resources to determine solutions to local challenges. They want to be able to hold their leaders accountable and rid their countries of corruption and nepotism so that they may emerge as meritocracies.

As a university of the developing world, we have an opportunity to equip and empower a generation that will need broader knowledge and a more complex set of interwoven skills to become leaders in their societies. They must understand and honour the traditional life and history from which they have come, be able to transform these into new patterns and practices to succeed in the current context and then move beyond to shape the context to reflect their aspirations. They must understand pluralism as a process that knits humanity together, one that allows for several interpretations of the same thing and the strength which arises from it. They must learn to be problem solvers; developing multiple solutions on various levels in the face of fluctuating variables and rising uncertainty. The most resilient of these leaders must work with multiple factors, multiple scales of action from global to local and have the capacity to imagine solutions with multiple possibilities. These are the thoughtful, talented, agile and creative young leaders that we must produce for the developing world.

To deliver to this aspiration, AKU will continue its evolution to a comprehensive university by adding new faculties and programmes in several countries to offer bright, deserving students new learning opportunities in the arts, sciences, humanities, media and communications, architecture, law and human development, among other disciplines.

Despite our ambitious growth over the next 25 years, we will remain a relatively small university, focusing on quality over quantity. This compels us to reflect on how we can have the greatest impact on the future of these developing communities. We must focus on catalytic leadership – cultivating job-creators, not just job-seekers, nurturing thought leaders and trail blazers. But we are equally obligated to anchor our students morally to the community, reducing the chance that they will become abstracted, distant professionals and experts, ensuring instead that they are tied to the community's needs and work to improve the quality of life for all.

It is only in fulfilling this mandate that the Aga Khan University will realise its purpose and vision – in the words of our Chancellor, “to be on the frontiers of scientific and humanistic knowledge, radiating intelligence, confidence, research and graduates into flourishing economies and progressive legal and political systems”.

I invite you to read through Report 2008 and learn more about what we have accomplished and the path we seek to pursue as we set course for the next 25 years.

Firoz Rasul



*Aga Khan University Hospital, Karachi
is among the very few teaching hospitals to
be both ISO 9001 certified and the US-based
Joint Commission International accredited –
recognition of its international practice
standards in health delivery and
hospital care.*





Capitalising on Synergies Aga Khan Development Network



Community-based early childhood development programmes work with caregivers to support positive education and health practices that have development benefits for children, the family and the larger community.

Much recent discourse on development has arrived at the consensus that solutions to poverty and disease must be multi-input and multidisciplinary. Lasting, sustainable solutions cannot be the sum of narrowly defined projects undertaken in isolation, but rather should feature a critical mass of development activities that are coordinated and integrated. A recent study by development luminaries commissioned by the World Health Organization, for example, argued that improvements to health care could not be disassociated from social, economic and cultural development, and therefore, had to be integrated with a wide range of other activities.

This “multi-input” model has been the *modus operandi* of the Aga Khan Development Network (AKDN) for decades. Founded and guided by His Highness the Aga Khan, Imam (spiritual leader) of the Ismaili Muslims, AKDN brings together a number of international development agencies, institutions and programmes that work primarily in the poorest parts of South and Central Asia, Africa and the Middle East. Together they collaborate in working towards a common goal – to build programmes and institutions that improve the welfare and prospects of people in countries of the developing world, particularly in Asia and Africa.

Within the Network, Aga Khan University (AKU) plays a central role, both in terms of the pursuit of intellectual development as well as practical solutions to advance social progress. To that end, AKU works closely with a number of AKDN agencies, notably in Afghanistan, East Africa, Syria and Egypt. One of its principal partners is the Aga Khan Foundation (AKF) whose work centres on inclusive, community-based development approaches in which local organisations identify, prioritise and implement projects with the Foundation's assistance. Within this ethos, AKF focuses on five major areas: education, rural development, environment, health and civil society development.

Aga Khan Education Services (AKES), another close collaborator of AKU, aims to diminish obstacles to educational access, quality and achievement. It operates more than 300 schools incorporating advanced educational programmes at the pre-school, primary, secondary and higher secondary levels in Bangladesh, India, Kenya, Kyrgyz Republic, Pakistan, Tajikistan, Tanzania and Uganda. AKES emphasises student-centred teaching methods, field-based teacher training and school improvement.

Aga Khan Academies, which will host AKU-designed professional development courses as they are built, will grow into a network of academic centres of excellence dedicated to providing an international standard of primary and secondary education to students in the developing world. Entry to the schools in operation is merit-based and needs-blind.

In Egypt, Aga Khan Agency for Microfinance provides entrepreneurs with the credit to develop their business, offering opportunities not only to increase productivity, but also improve household income.





Aga Khan Health Services (AKHS) provides primary and curative health care in Afghanistan, India, Kenya, Pakistan, Tajikistan and Tanzania, through 237 health centres, dispensaries, hospitals, diagnostic centres and community health outlets. Annually, AKHS provides primary health care to one million beneficiaries and handles 1.2 million patient visits. It also works with governments and other institutions to improve national health systems. As AKDN agencies, AKHS and AKU have begun to collaborate on an integrated health care system that spans primary through tertiary care.

Aga Khan Planning and Building Services assists communities with village planning, natural hazard mitigation, environmental sanitation, water supply systems and improved design and construction of both housing and public buildings. It provides material and technical expertise, as well as training and construction management services to rural and urban areas.

Aga Khan Agency for Microfinance works to expand access for the poor to a broad range of financial services, including micro-insurance, small housing loans, savings, education and health accounts. Its programmes range from village lending cooperatives to self-standing microfinance banks in South and Central Asia, Africa and the Middle East.

The Aga Khan Fund for Economic Development (AKFED) works to strengthen the private sector through investments in industrial production, infrastructure, tourism development, financial services, aviation and media. AKFED takes bold but calculated steps to invest in environments that are fragile and complex. It has assisted in the rehabilitation of economies after civil conflict or internal turmoil in environments as varied as Afghanistan, Bangladesh, Mozambique, Tajikistan and Uganda.

The Aga Khan Trust for Culture (AKTC) implements initiatives in culture, architecture, architectural education, urban revitalisation, museum projects and traditional music. AKTC aims to improve built environments and, through its related programmes, the overall quality of life in societies where Muslims have a significant presence.

AKDN also encompasses the independent University of Central Asia (UCA). Chartered in 2000, the University is located on three campuses: in Khorog, Tajikistan; Tekeli, Kazakhstan; and Naryn in the Kyrgyz Republic. UCA's mission is to serve, both directly and indirectly, the largest possible number of people in the mountain regions of Central Asia. UCA will offer three main programmes: a Master of Arts degree in disciplines related to mountain development; a Bachelor of Arts programme based on the liberal arts and sciences; and non-degree courses in practical areas relevant to economic and social development. Although UCA and AKU have their own independent charters, they collaborate closely to leverage intellectual capital, institutional synergies as well as economies of scale, wherever applicable.

The Citadel of Aleppo in Syria, where the Aga Khan Trust for Culture has rehabilitated walls, several towers and the Ayyubid Palace complex.



University Overview

Aga Khan University's evolution has primarily been inspired and driven by its forward-looking Charter, granted in 1983. The University continues to strive for quality and excellence in all endeavours; provides equal access to all; works to be of relevance and worth to the societies it serves; and measures its impact by being an agent of positive change in the lives of people in the developing world. These principles, which have stood the test of time, are as relevant today as they were at the University's inception – and will, undoubtedly, continue to be in the next quarter century.

Impacting the Quality of Life

In its early days, the University was called upon to address the quality of health care, by training more nurses. However, over the last 25 years it has evolved into an institution that is having a much larger, positive impact through the work of the 3,600 nurses who have graduated from its diploma, undergraduate and postgraduate degree programmes. The quality of its instruction, the efforts to elevate the status of nurses in Pakistan and East Africa as well as in other countries, and the influence of its staff and alumni on health care policy, have had a multiplier effect in societal benefits that is much broader than the mere number of nurses it has trained.

In 2001, the international nursing honour society, Sigma Theta Tau International, recognised this achievement by presenting His Highness the Aga Khan, Chancellor of the University, with their Archon Award for “leadership in promoting global health and welfare and for his compassionate support of nursing and nursing research in developing countries”.

Archon, in Greek, means “first to lead” and in many ways, the University has striven to be the first to lead in a number of areas along with nursing. In Pakistan, for instance, it has set standards for health care quality that are emulated throughout the country and abroad. Aga Khan University Hospitals, both in Karachi and Nairobi, have the distinction of having received the latest ISO 9001 quality certification. The University Hospital in Karachi has also received the US-based Joint Commission International accreditation, recognition of its international practise standards in health delivery and hospital care.

The University Hospital in Karachi has expanded its laboratory collection units to 187 in 82 cities and towns in Pakistan, and to 5 in Kabul in Afghanistan. It also has a larger facility for its central processing laboratory in Karachi. Perhaps, even more importantly, the Hospital laboratories have set a high standard that is now being emulated by other laboratories which, in the process, have raised the quality of their own equipment and procedures – leading to an overall improvement in the quality of diagnostic services in the country.

In line with improving quality of life, AKU's Institute for Educational Development (AKU-IED) has had an equal impact on the state of education in rural and urban schools. In a programme designed to develop





educators who then go on to facilitate the professional development of their colleagues and others, AKU-IED graduates from its Certificate, Advanced Diploma and Master of Education programmes, have mentored nearly 145,000 teachers in Pakistan and East Africa. Assuming that each teacher reaches out to at least 100 students, these teachers, in turn, have delivered quality education to over 14.5 million children.

However, it is not just about numbers; the key factor is the quality and lasting impact of education that these teachers impart when they return to their schools, some of which are located in the most impoverished areas of the world. Teachers developed at AKU-IED are empowered with innovative methods for raising the quality of teaching and learning in classrooms and improving school management. Increasingly, AKU-IED is also being called upon by governments at all levels to advise

on policy related to teacher education, overall school improvement and effectiveness, and curriculum development, particularly in Pakistan where it has worked with the government for over a decade and a half.

In line with its mission to seek and enhance knowledge, the University also makes important contributions through research in health sciences and educational development. In health sciences, research focuses on various aspects of infectious and cardiovascular diseases, cancer, reproductive health, population genetics and systems of health care delivery to enable informed decision making on national health policies. In educational research AKU focuses its efforts on quality improvement in classrooms and schools, including teacher development, school management and appropriate pedagogy.

In every research endeavour, relevance to the problems and challenges of the developing world has been of paramount concern. Programmes and problem-based research are intended to yield practical applications that can be replicated within the country as well as regionally and internationally. In other words, AKU's research goes beyond intellectual curiosity and seeks to apply new learning to pressing development problems.

The University's plans for the next 25 years are no less ambitious. A major expansion will create two new Faculties of Arts and Sciences: in Karachi, Pakistan and Arusha, Tanzania. Whereas the original professional programmes in education and medicine at the University addressed urgent needs for trained professionals in those fields, the new faculties will address another important aspect of the quality of life: developing leaders in government, business and civil society. These faculties will aim to equip new leaders with the critical thinking and problem solving skills needed for the creation of successful societies in the 21st century.

A host of new disciplines, pertinent to the challenges of developing countries, will be offered at the new campuses in Karachi and Arusha, including graduate professional education in architecture and human settlement; government, civil society and public policy; economic growth and development; education; law; leisure and tourism; and media and communications – in short, many of the key determinants to improve the quality of life.

Twenty-five years ago, a new university was established in a developing country with a particularly demanding mandate: to be of the calibre that could assist nations with their development and be the catalyst for social change. It was to offer education and service programmes that would match the best in international standards and engage in research that would provide practical solutions to challenges faced by society at large. Admissions to its programmes were to be strictly on merit. A quarter of a century later, buttressed by its accomplishments, AKU has become a unique hybrid – an institution of academic excellence that is also an agent for social development.







AKU is overseeing the training and evaluation of a network of community as well as facility-based health workers in 10 districts for the Pakistan Initiative for Mothers and Newborns – PAIMAN – project, which is designed to improve the quality of health care available to mothers and young children.



Leading the Way

The University has been at the forefront of maternal, newborn and child health initiatives, including research on the causes of poor health in vulnerable populations. Over the years, AKU has operated programmes of preventive care and community participation in ultra-poor inner-city neighbourhoods of Karachi and several rural areas of Pakistan, reaching out to a quarter of a million people within the city and over 6 million across the country. These efforts have reduced infant deaths from newborn illnesses and diarrhoeal diseases substantially over a 12-year period. These programmes now serve as models throughout Pakistan and other developing countries, influencing regional and global policies on newborn care, especially community-based approaches, and the integration of mother and child health provision in primary care settings.

AKU has played an influential role in understanding the prevalence of maternal and child undernutrition and the impact of poor diets. It took the lead in a global review of nutrition-related interventions to raise awareness and spur action in 36 countries where 90 per cent of undernourished children live. As a consequence of its initiatives,



the University facilitated a micronutrient survey in the Maldives that provided essential input to the development of a national micronutrient policy. In Sri Lanka, the University led a nationwide study on the causes of child undernutrition. Similarly, in Pakistan, the University is evaluating the role of vitamins and micronutrients in reducing the effects of poor nutrition in children under two years of age – the most critical period for predicting future health and well-being – and has played a key role in developing a national policy on infant and young child feeding.

In education, Aga Khan University Examination Board (AKU-EB) is setting standards in national assessments, with the objective of improving the secondary and higher secondary school leaving certification system. In Pakistan, AKU-EB has introduced high quality examinations in both English and Urdu that emphasise the understanding and application of knowledge and, in the process, assess a wide range of abilities including comprehension, logical thinking and problem solving skills. In 2007, this examination model – of testing knowledge rather than rote learning – was adopted as national policy and will be followed by all government examination boards in the country.



AKU-EB offers affiliated schools a comprehensive teachers' development programme: an orientation day, workshops to develop classroom learning material and question/item writing sessions. The trainings meet the need for a move from a teacher- to a learner-centred classroom, part of the improvement needed in schools preparing their students for the 21st century.

AKU-EB has also introduced examinations that are based on educationally worthwhile standards, such as what students should know and be able to do in their age group. This is a practice similar to well-regarded certification systems such as the Cambridge 'O' Levels and brings local exams on par with such international standards. Through the USAID-funded Links to Learning (ED-LINKS) project – aimed at improving the quality of education in selected districts of Sindh, Balochistan, the Federally Administered Tribal Areas and the Islamabad Capital Territory – AKU-EB is working in 22 districts across Sindh and Balochistan, with government middle and secondary school teachers, to help establish common standards of achievement in years 6 through 8. This will help in reducing the great disparities between certificates issued by different government boards in Pakistan.

Thinking of new and innovative ways of school improvement while using advances in modern technology, AKU-EB uses its computerised examination processing system to generate meaningful feedback on candidate performance student by student, question by question and school by school. The *Feedback to Schools* report, which is released annually, enables teachers and schools to plan for and see gradual improvement in classroom teaching and learning practices from year to year.

AKU's Institute for Educational Development (AKU-IED) has developed demonstrably effective models to improve the quality of education systems through pioneering teacher education and school improvement programmes. Through its Professional Development Centres (PDCs), AKU-IED has been able to reach out to teachers, teacher educators, supervisory personnel and other officials, who otherwise would not be able to access quality professional development. These centres offer educators opportunities to improve their qualifications and skills through a range of programmes such as Primary Education, Educational Leadership and Management, and Early Childhood Education and Development, with continuing support from AKU-IED faculty and graduates.

A number of AKU-IED Master of Education (MEd) graduates work as part of a faculty team at the PDCs to share their learning experiences. As they re-enter their schools, these Professional Development Teachers (PDTs) mentor fellow teachers to improve their practice, knowledge and attitudes, as well as to become facilitators for change and improvement in the entire school. At present, over 359 PDTs who graduated from AKU-IED, Pakistan's MEd programme, are working in Kenya, Tanzania, Zanzibar and Uganda as well as Pakistan, Bangladesh, Tajikistan, Kyrgyz Republic, Syria and Afghanistan.

Championing Access and Innovation

As part of its mandate, AKU continues to provide merit-based, needs-blind opportunities and access to promising students from disadvantaged backgrounds, encouraging both talent and diversity. For example, an intensive 18-week preparatory programme in mathematics, English, basic sciences and personal and professional development, is offered to students who meet the basic entrance criteria for the General Nursing diploma. By 2008, up to 277 young women had completed this preliminary course and continued on to the nursing programme. The Medical College offers a similar nine-month foundation course to potential students. Started in 1995, the programme has graduated 31 students who have gone on to complete graduate degrees and residency programmes.

To underscore the importance of access for all, the University also offers scholarships to talented individuals from Afghanistan. Initiated in 2004, the scholarship programme has helped public health practitioners access graduate programmes in Health Policy and Management, and Epidemiology and Biostatistics. Afghan nursing students have graduated with Bachelor degrees from Aga Khan University School of Nursing (AKU-SON), while teacher educators have completed their Master's programme at AKU-IED. Syrian students have also benefited from scholarships to attend nursing and teacher educator programmes.

Advanced clinical training in a wide range of medical specialities is offered through the Medical College's Postgraduate Medical Education (PGME) programme. It aims to retain bright, capable physicians in the developing world and to help young doctors evolve into compassionate and competent specialists, who can go on to improve the health care systems in their countries. The PGME programme is now offered in East Africa, in Kenya and Tanzania, as well as in Pakistan. In East Africa, seven residents have graduated with Master of Medicine degrees and 62 are currently engaged in the programme.

In Pakistan, a growing number of residency and fellowship programmes – most recognised by the College of Physicians and Surgeons Pakistan, and several by the Royal Colleges of Scotland and England – have led to 1,600 graduates by 2008. In Afghanistan, the Medical College is assisting the Kabul Medical University to develop similar PGME programmes in paediatrics, internal medicine and general surgery.

In East Africa, AKU-IED is playing a leading role in providing teachers in the public sector with professional development through innovative education programmes. In Uganda, for instance, AKU-IED, East Africa has worked closely with the Ministry of Education and Sports and the Kyambogo University, to improve the capacity of teachers by training college principals, deputy principals and education development officers in 48 Primary Teachers Colleges. This initiative has had a multiplier effect in that all 1,500 primary teacher educators across Uganda have been equipped with professional development to better support novice and working teachers on an ongoing basis.





AKU-IED supports professional development organisations that can help teachers develop their own ways of learning from each other. In Pakistan, the Institute supports nine voluntary groups benefitting over 2,000 teachers, mainly women, every year under the umbrella of the Professional Teachers Associations Network.

Through a cluster-based teacher mentoring programme, AKU-IED, Pakistan has been able to reach 8,000 primary government school teachers in Sindh and Balochistan, thus improving the quality of teaching and learning in the classroom. Similarly, through the ED-LINKS project, AKU-IED will work with teachers and teacher educators in over 600 schools in selected districts in Sindh and Balochistan, offering access to quality teacher education, improved learning opportunities for children in these schools and an appreciation of education in the community at large.

Conflicts, natural disasters and traumatic events in South Asia and East Africa have underscored the need for mental health services in these regions. AKU's interventions include training in counselling to doctors working in areas affected by the October 2005 earthquake in northern Pakistan, and to the poor in the urban slums affected by the political unrest in Kenya at the end of 2007. In Afghanistan, the University is working with Aga Khan Health Service to provide mental health care services to people, especially women, suffering from the effects of long term conflict. AKU is also raising awareness of the growing need to include mental health services in national health care systems to improve the quality of social development.

Expanding Horizons

To realise the vision articulated in the Chancellor's message "reaching out to new locations, new disciplines and new partners", AKU will be investing US\$ 700 million in East Africa over the next 15 years. In August 2007, the Chancellor inaugurated the construction of a US\$ 46 million Heart and Cancer Centre at Aga Khan University Hospital in Nairobi. This will create a high quality, comprehensive cardiovascular and oncology centre of excellence in East and Central Africa, with a referral network extending from primary preventative care to tertiary cardiac surgery and rehabilitation. The Centre will enable the Hospital to educate residents and nurses in an innovative, technology-enabled teaching environment.

The Heart and Cancer Centre at the University Hospital in Nairobi will be part of efforts to manage the growing problem of chronic diseases – including heart disease, cancer, chronic respiratory disease and diabetes – in the region. Eighty per cent of deaths from chronic diseases worldwide are in low- and middle-income countries.

In addition to the Heart and Cancer Centre, His Highness the Aga Khan inaugurated a US\$ 250 million Faculty of Health Sciences in Nairobi that will grow to include a Medical College, a School of Nursing and a School of Allied Health Sciences. Supplemented by the University Hospital in Nairobi, it will be mandated to expand the number of doctors, nurses and allied health professionals for the East African region. These two projects are in addition to several other projects envisioned for the region over the next 15 years.



At the University, merit is the only criterion for admission. Students in need of financial aid are assisted through a scholarship endowment fund. To date, over US\$ 12 million has been provided as grants and interest-free loans to students, with US\$ 1.7 million in 2008 alone.





FALAH

EXECUTIVE BODY MEET

THURSDAY, FEB 26TH 2009

5:00 PM in AV CONFERENCE ROOM

All executives and members of the PR division are expected to be present in the meeting.



NOTICE

UPWARD FLUENCY

The meeting will be held on Thursday, February 26th, 2009 at 5:00 PM in the AV Conference Room. All executives and members of the PR division are expected to be present in the meeting.

NOTICE

FORENSIC MEDICINE LECTURE & FIELD TRIP CLASS IN 2013

Monday, February 23, 2009

Lecturer: Mohamed Elmaghrabi will be giving the lecture on February 27, 2009. The meeting for the lecture will be held at 2:30 PM in the AV Conference Room. All students are expected to be present in the meeting.

Students: Mohamed Elmaghrabi will be giving the lecture on February 27, 2009 at 2:30 PM in the AV Conference Room. All students are expected to be present in the meeting.

Department of Forensic Medicine and Toxicology

CONGRATULATIONS!

Dr. Mohamed Elmaghrabi

Building Capacity

AKU, in collaboration with other AKDN agencies, has been building capacity in nursing, medical and teacher education, but it has also worked with governments, government agencies and local universities in Afghanistan and the Middle East to develop policies that have a positive impact on health and education.

The University manages the French Medical Institute for Children (FMIC) – regarded as Afghanistan’s premier health care facility and the first-ever ISO certified health care institution in the country – as part of an innovative four-way partnership between the Governments of France and Afghanistan, AKDN and the French NGO, La Chaîne de l’Espoir. To develop a pool of qualified professionals in all areas of health care delivery, leadership and administration, on- and off-site training has been provided by the partners. Since 2007, 43 local staff have been trained overseas: in paediatric and cardiac surgery in France, in anaesthesiology in India and nursing and quality improvement in Pakistan at the University Hospital, Karachi. In Kabul, off-site training has also taken place through partnerships with the Institute for Health Sciences and the NGOs Focus Humanitarian Assistance and Handicap International. On-site training has taken place through 42 short-term foreign missions between 2006 and 2008. In 2008 alone, FMIC’s Nursing Education Service organised 222 continuing education trainings for its nurses in areas identified through a needs assessment. As a result, FMIC has become a unique model of capacity building in all areas of medical, nursing, allied health and support services in Afghanistan.

AKU-SON is providing technical advice and support to the Afghan Ministry of Public Health, the Institutes of Health Sciences and the Kabul Medical University on health policy and nursing and midwifery education; and developed the international standard nursing diploma

The French Medical Institute for Children and Aga Khan University Hospital in Karachi are using eHealth technologies to increase access to quality services in Afghanistan. The facility has enabled 270 CT scans to be sent to Karachi for a second opinion, and provided access to specialist health care diagnosis, treatment and training for Bamyan Provincial Hospital managed by Aga Khan Health Service, Afghanistan.





curriculum adopted by the government. Since 2004, 427 midwives and 313 nurses have graduated from the Kabul Institute of Health Sciences through the nursing and midwifery diploma programmes supported by AKU-SON.

AKU-IED, AKES and AKDN Afghanistan are also working with the Afghan Ministry of Education and teacher training colleges to upgrade teaching skills and qualifications, and improve the capacity of educational leaders responsible for quality improvement in education. To date, 139 teachers and teacher educators have completed a tailor-made course and 36 are currently enrolled. Through another tailor-made course funded by the German Embassy in Kabul, 368 teachers have been trained. Two Afghan candidates have graduated from AKU-IED, Pakistan's Master of Education (MEd) programme and one more will be graduating in 2009. These programmes are introducing new concepts of activity-based learning and reflective practice, rather than rote learning, encouraging teacher educators and managers to act as agents of change in their school environments by sharing their new teaching practices with fellow teachers.

In Syria, AKU has revised the general nursing curriculum, which is being implemented at all 14 of the Syrian Ministry of Health's Schools of Nursing. Syrian nurses have graduated from Bachelor and Master level programmes at AKU-SON and are now faculty members at nursing schools in Syria. One graduate has become the first qualified nurse to head a university-level nursing programme in Syria, elevating the position of women and nurses in the country. Nurses from Syria have benefited from comprehensive clinical skills training at the University Hospital in Karachi and nursing quality procedures have also been introduced at five hospitals in Syria. The University's work in Syria has helped shift national policy on nursing education and delivery in the country, with the Ministry of Health recognising the need for university-level nursing education and professional nursing standards.

AKU-IED, Pakistan is also working closely with the Government of Syria through AKES and AKDN Syria, to develop institutional capacity to improve the quality of education in the country, working with teachers, teacher educators and English Language Inspectors. Three Syrians have graduated from the Master's programme at AKU-IED, Pakistan, with one returning to a senior position in the Ministry of Education; three Syrian candidates are enrolled in the MEd class of 2010. Discussions are being held with the Syrian Ministry of Education on establishing a Professional Development Centre in Damascus to ensure long term sustainability for capacity development in education.

To address the acute shortage of nurses and nurse leaders in Egypt, AKU-SON has partnered with the Egyptian Om-Habibeh Foundation (an AKDN affiliate) in Aswan, to build local nursing capacities. AKU-SON has provided leadership and management courses to develop nurse leaders and is also exploring options for higher education for nurses, including partnerships with Egyptian and international universities, to start a Bachelor of Science in Nursing programme in Aswan.

A University Dedicated to Diversity

In 1994, the Chancellor's Commission reported that there was an urgent need to strengthen institutions that were able to adopt the norms and techniques of modern scholarship, without losing sight of the "lived" and historical experiences of Muslims struggling to resolve contemporary challenges. The Commission's remarks were made in the context of a lapse in the grand tradition of Muslim scholarship. Too few books on Muslim history, architecture, city planning, art, philosophy, economics, languages and literature were emerging from the Muslim world. The consequence was a near vacuum into which came a one-way flow of scholarship and popular culture from the West. At the same time, the dearth of scholarship and works of the creative imagination from the Muslim world made it certain that the West received too little that was creative and interpretative, scholarly and artistic, from the Muslim world. Such a state of affairs contributed to the "clash of ignorance".

To encourage pluralism and strengthen diversity, AKU's Institute for the Study of Muslim Civilisations (AKU-ISMC) has sought to create opportunities to explore the Muslim civilisations and cultures of the past, and to develop a more enlightened understanding of the challenges faced by contemporary societies in the Muslim world.

The graduate programme at AKU-ISMC provides students with a distinctive way of understanding the cultures of Muslims as they have evolved over time. The first cohort of Master's students, the Class of 2008, included 11 graduates from seven countries – Canada, India, Iran, Pakistan, Tajikistan, Tunisia and the US.

Interaction among academics, traditionally trained scholars and other professionals is actively encouraged to deepen the understanding of pressing issues of public life affecting Muslim societies. AKU-ISMC has conducted a series of public seminars on topics ranging from medieval Islamic criminal law to anti-Semitism in Medieval England and problems with histories of religious conflict, to a study of a Chinese version of the *Arabian Nights*. The Institute has drawn on speakers from the School of Oriental and African Studies, University of London; School of Divinity, Edinburgh University; and the Centre for South Asian Studies, School of Advanced Studies of Social Sciences, University of Paris.

AKU-ISMC has also spread its reach to offer certificate courses for teachers in Pakistan and customised courses for diplomats from the European Union, Belgium, Canada and Germany. In 2008, the Institute began offering a range of short courses aimed at providing participants with an overview of Muslim civilisations. A summer programme, in cooperation with Simon Fraser University in Canada, seeks to provide a window into the diversity of cultures and societies of Muslims, past and present, and covers a range of topics including contemporary debates, law, the arts, Islam in the media, civil society and ethics.





In another partnership, AKU-ISMC and the University of Texas at Austin's College of Liberal Arts are collaborating on a Muslim Histories and Cultures Project, aimed at helping secondary school teachers in the state of Texas develop a better understanding of Muslim histories and civilisations, and to use this knowledge to create a more balanced curriculum within the Texas school system. In the past two years, the programme has trained 83 teachers in 10 school districts. These teachers are, in turn, holding workshops and sharing their experiences and knowledge with others, multiplying the effect. The goal is to train an additional 180 teachers over the next three years, reaching a total of 54,000 students in the state.

Expanding the Frontiers of Knowledge

Established as a “problem solving university” and a “university in the real world”, AKU conducts research that is relevant to the problems of the developing world and that has a positive impact on policies and practices in the field, not only within the country but also regionally and internationally.

AKU’s research has grappled with some of the more urgent health issues in developing countries and contributed to the corpus of knowledge on maternal and child health, nutrition, HIV/AIDS, liver and kidney diseases, tuberculosis, cardiovascular diseases, cancer, genetics and human development. By working to identify populations at risk and developing practical applications, research outcomes are being used by local, national and international programmes to develop global policy and country action plans.

AKU was a lead contributor for two major global reviews in 2008 by *The Lancet*: on undernutrition in women and children and on evidence-based primary care strategies. Both provided solid recommendations for action in maternal, newborn and child health and a way forward for implementation by governments and international agencies.

By the time undernourished children reach their second birthday, they can suffer permanent physical and mental damage, impacting their future health and economic well-being. AKU researchers are evaluating the role of micronutrient supplementation, nutrition education and care strategies in children between the ages of 6 and 18 months in reducing anaemia and improving general health.





Funded by the Third World Academy of Sciences and Higher Education Commission Pakistan, researchers at AKU are developing a biomarker test that would identify individuals at risk of developing tuberculosis (TB) before they actually develop the disease. Early diagnosis limits the spread of the disease, benefitting national TB control programmes.

Another case in point is the issue of HIV/AIDS in Kenya: AKU's Advanced Nursing Programme, East Africa, collaborated with the International HIV/AIDS Nursing Research Network, University of California, San Francisco, in evaluating an HIV/AIDS Symptoms Management Manual. As a consequence of this collaborative effort, the manual's revised Signs and Symptoms Check-List for Persons Living with HIV Disease is now being translated into Kiswahili and other local languages to be used in rural areas of Kenya.

Research in education has been designed to inform innovative practices in teacher education and leadership and in school improvement programmes that can lead to positive change in the quality of education. In Pakistan, AKU-IED has examined the effects of different teaching strategies in the classroom. For example, on inquiry-based learning in science and mathematics and on health education practices in primary classrooms; issues in teacher education such as the notions of citizenship, human rights and conflict resolution; the degree of community participation in teacher education and school improvement; and the consequences of decentralisation on the effectiveness and efficiency of education.

AKU-IED, East Africa's review of teacher education curricula for HIV/AIDS, health and gender equality in Kenya, Tanzania and Uganda has led to an action research study to improve the curriculum in Tanzania. Research on technology and teaching is assessing new modes of delivering educational courses, and providing field-based support using online and mobile phone-based technology that has the potential to change the quality of teacher education in rural areas. Many of AKU's programmes strive to operate as laboratories for testing and refining culturally relevant approaches to educational reform that will benefit a new generation of teacher educators, head teachers and policy makers.

A cornerstone of ISMC's research programmes is to better understand the critical concerns of Muslim societies, including their views of the past and the challenges they face today. To that end, the Muslim Civilisations Abstracts project was conceived to share knowledge on original work published in the Muslim world as well as in China, India, Russia and South Eastern Europe, where large Muslim communities have been living for centuries. In the first phase of this project, abstracts on modern encyclopaedias about the Muslim world, written by 113 scholars, will be made available in three languages, to promote research within the Muslim world and dialogue between Western and Muslim scholars.

As the University's reputation for research continues to grow, the quantum of external grants is increasing proportionally. In the last five years, the University has received grants worth US\$ 23 million from leading global and national research funding bodies.



AKU-ISMC's Master of Arts in Muslim Cultures programme locates Muslim cultures within the larger framework of world cultures; encouraging students to reflect critically about the emergence of Islam, the rich diversity of historical sources and traditions and the ways in which the past continues to shape the present.



A Bold Vision for the Future





Perhaps the most significant transformation taking place at the University is the planned establishment of Aga Khan University Faculties of Arts and Sciences (AKU-FAS) for Pakistan and East Africa – a major step towards building a comprehensive university. To put this initiative in perspective, AKU will establish a residential campus in Karachi that will essentially double the current student body while tripling its physical facilities. In Tanzania, the Arusha campus will not only be comparable to Karachi's campus in size and scope, but it will also be the University's first permanent campus serving students from all across the East African community.

Faculty of Arts and Sciences

Investments in physical facilities will be matched by programmes intended to have far-reaching impact. As most East African countries and Pakistan formulate their social and economic development plans going forward, they will undoubtedly have a need for quality human resources. AKU thus aims to play a pivotal role in developing leaders who are well-equipped to drive the region's social and economic revitalisation.

AKU-FAS will encompass both graduate and liberal arts undergraduate programmes. Undergraduates will be expected to complete a two-year course of studies, a core curriculum that spans the sciences, the social sciences, the arts and the humanities, providing a rich exposure to the subjects of human inquiry before they embark on a major area of study. This approach is meant to encourage students to engage in disciplined reflection and critical thinking, nurturing a new generation of leaders, open to fresh expression and new insight, able to energise others with the spirit of coordination and cooperation. Besides a liberal arts education, AKU-FAS will offer specialised professional education through a number of graduate schools in various fields: architecture and human settlement; government, civil society and public policy; economic growth and development; education; law; leisure and tourism; and media and communications.

Human Development Programme

To better understand how people develop through their lives, and the effects of environmental and social conditions in early childhood on subsequent well-being and performance, the University created the Human Development Programme. Intended to provide fresh insight into development policy and practice, the programme works to establish evidence-based strategies that enhance human development. A particular emphasis is on the provision of health, education and nutrition services for mothers and young children that can lift the well-being of the very poor and stimulate development in environments where governments are weak or non-performing. Its ultimate objective is to offer policy makers reliable information on the state of human development in their countries as well as strategies to improve these conditions.

Expanding Health Care Coverage

Among the challenges facing many countries is improving access to quality health care for the poor – a phenomenon not necessarily restricted to the developing world. The University, together with other AKDN agencies and especially Aga Khan Health Services, is looking to create a health system encompassing primary through tertiary care, starting in South Asia.

In Pakistan, AKU and AKHS are developing a model of integrated health care. The quality of AKHS, Pakistan's primary care is being assured and its secondary care hospitals are being remodelled as teaching hospitals by the University Hospital. Both these services are to integrate and link with the tertiary care University Hospital to form a health system offering new opportunities for academic training, research and medical services.

In East Africa, the new Faculty of Health Sciences in Nairobi will include a teaching hospital that will allow quality health care services to be extended to the entire region.

In Afghanistan, AKU and AKDN agencies will assist with FMIC's development into an expanded health complex with an academic health sciences centre on additional land committed by the Government of Afghanistan. Over time, FMIC is expected to grow beyond its initial focus on paediatrics, to encompass other specialised and general services. The first stage of the planned expansion, into a maternal and child health hospital, will cost US\$ 12.5 million. It will become an important national diagnostic and treatment referral centre for provincial hospitals that are being established in Afghanistan under the government's long term health care development strategy and a centre of excellence for medical education for doctors, nurses and allied health professionals in the country. Eventually, FMIC is intended to become a regional centre of excellence and tie-in to the AKDN Central Asian Health Strategy.

FMIC is working with Aga Khan University in Karachi and has received support from the Universities of Paris, Lyon, Toulouse and Caen in France to become a centre of excellence in Afghanistan and Central Asia.





Alumni Making a Difference



In 1983, the University embarked on a bold mission to graduate men and women who could play constructive and responsible leadership roles in their societies. Armed with appropriate skills for objective inquiry and analysis, tempered by compassion and ethics, they were prepared to serve humankind with a desire to find solutions to long-standing problems in the developing world.

Twenty-five years on, AKU alumni have demonstrated that they can indeed make a difference. Graduates hold high-level leadership and advisory positions in governments from Syria and Afghanistan to Pakistan and Uganda, responsible for framing national education,



nursing and health-related policies and programmes. Others are in leadership positions in institutions in South and Central Asia, the Middle East, East Africa, North America and Europe. Many of the alumni are making significant contributions to universities and research institutions in North America. Equally significant, many have returned to the University to assist as specialist doctors, nurses, researchers and educators.

Either serving at AKU or elsewhere, the alumni are a vital part of the larger University family around the globe. They are key stakeholders in the challenging geographic and academic growth trajectory that the University has set for itself.

Forging Meaningful Partnerships



The University is partnering with the Kenyatta University in Kenya, Makerere University in Uganda and the Zanzibar College of Health Sciences in Tanzania to develop a curriculum for a Master of Science in Nursing degree programme that will be harmonised for the East African region.

For a University aspiring to distinction, collaborations and partnerships are a natural route. They are essential for building capacity, sharing knowledge and working collaboratively to expand perspectives and horizons, and to address the challenges of national development with greater understanding.

AKU has forged ties with a number of internationally recognised institutions to ensure high quality programmes in education and research.

AKU-IED, Pakistan has partnered with the Universities of Oxford and Toronto from the inception of the Institute in 1993. These two partners have provided valuable counsel on academic programmes, faculty development and research proposals in education. More recently, in East Africa, Cambridge and Calgary universities are assisting AKU-IED, East Africa with its programmes, human resource development and training and research. Acknowledging the quality of its programmes, governments and international agencies are consulting AKU-IED, both in East Africa and Pakistan, on teacher education and school improvement programmes.

Of all of AKU's partnerships, McMaster University and AKU-SON have earned the distinction of having the longest standing relationship. As a result of this collaboration, a model of nursing education has been built that has benefited Pakistan and, through the University's international nursing programmes, countries in East Africa and Asia. It has increased nursing capacity and positively influenced the professional standing of nursing in countries with these programmes. Given its success, the University initiated a 'second generation' partnership with McMaster in 2008 to look at fostering a global nursing network and joint research and technical assistance projects in Kenya, Tanzania, Uganda, Afghanistan, Egypt, Syria and Pakistan.

AKU has also encouraged and fostered South-South partnerships. In this context, the Ministry of Health in Syria and Aga Khan University are collaborating to improve the quality of nursing education and services in the country. The partnership was renewed in 2008 and builds on the conviction that there can be a flow of knowledge, ideas and innovative programmes between countries of the developing world.

Such partnerships can offer value added for both partners in a rapidly globalising world, as well as opportunities that can push the boundaries to resolve problems endemic in the developing world.

The University's International Internship Programme offers students from partner universities opportunities to teach, train or conduct research in Pakistan, Kenya or Tanzania, gaining a broader, global perspective of issues in the developing world.



Investing in a Better Tomorrow



"If our group has contributed in a small way to some healing, some learning, some helping or delivering some dignity to students in East Africa, then that is our ultimate reward and for that we are grateful" – Jim Gray, one of the five founding members of the Awali project with His Highness, the Aga Khan, chief guest at a corporate leaders' meeting in Calgary; and during a visit to a school in Tanzania.

The challenges of developing and sustaining universities are immense as they require investments in students, faculty, staff and campuses. The University has been fortunate enough to continue to receive the generous and consistent support of its founder and Chancellor, His Highness the Aga Khan. Equally, many governments and international agencies, foundations, families and individuals have invested heavily in the University's academic programmes, intellectual capacity and physical capital over the past 25 years, particularly in Pakistan.

Given the University's bold agenda for the future, the demands over the next decade will call for larger investments and the generosity of even more donors. For the University to realise its ambitious vision of nurturing and developing knowledgeable and compassionate leaders who can lead their societies, contributions and contributors will have to expand substantially. The University's academic goals and capital plans are premised on significant outlays of resources over the next decade as it looks to make the quantum leap from a health care and teacher education institution to a broad-based, comprehensive university, with new locations, disciplines and partners.

AKU has been able to expand its academic programmes in East Africa through the support of two unusual partnerships. These alliances brought together groups of private citizens who have been inspired to invest in the University's quest to build institutional capacity and increase the quality of education and health care in East Africa.

The Awali project, meaning "beginning" in Swahili, is the creation of a collection of volunteers led by a Canadian oil executive, Jim Gray, a prominent Calgary lawyer, Brian Felesky, and business owner, Sherali Saju. They have motivated local donors and the Canadian International Development Agency to partner with the University in the establishment of AKU-IED, East Africa. Their efforts have contributed to a C\$10 million investment in quality education in the region. Based in Dar es Salaam, Tanzania and serving the entire region, the Institute aims to raise the quality and availability of education in East Africa by improving the calibre of teacher education and school administration.





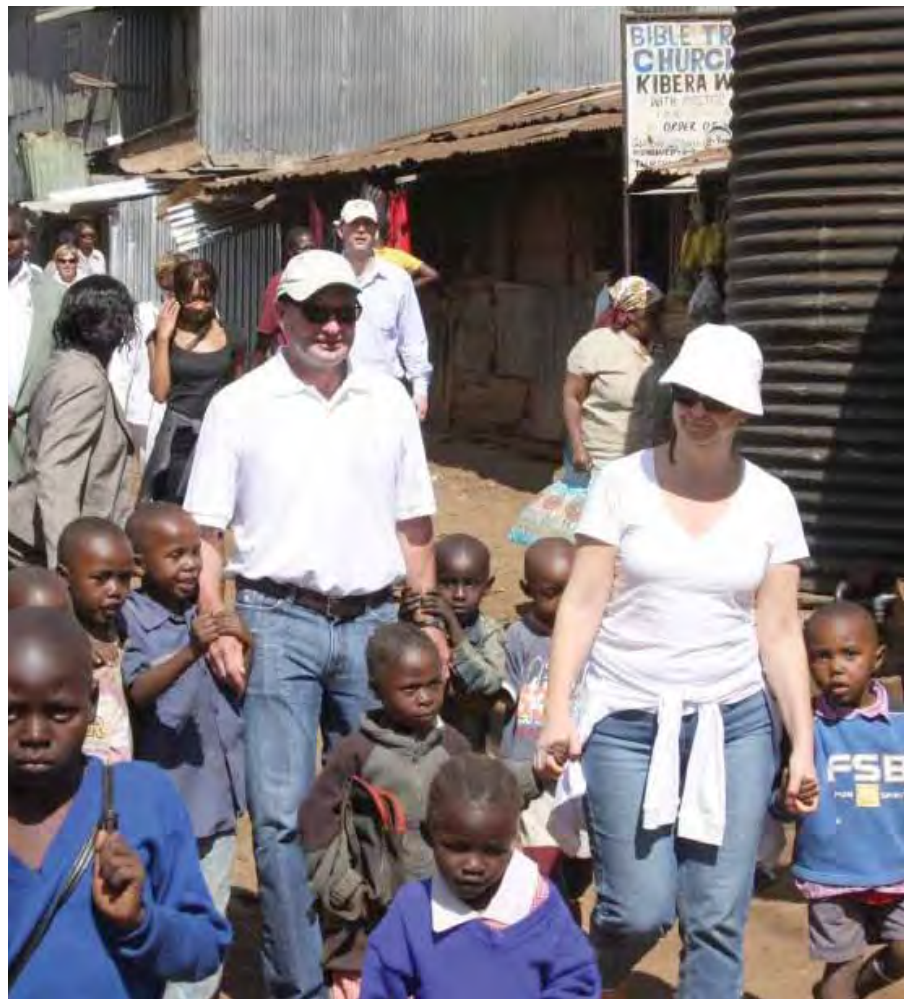


Yearly contributions from donors, a patient welfare endowment fund, together with revenue from hospital services and the hospital gift shops, assists patients who are unable to afford the cost of their treatment. Since the patient welfare programme's inception in 1986, the University Hospitals in Karachi and Nairobi have assisted over 342,000 patients with over US\$ 43 million (US\$ 5.2 million in 2008 alone).

The Lundin for Africa project is supported by the Lundin family, mining, oil and gas entrepreneurs based in Canada and Sweden. The US\$ 1.2 million three-year grant, gifted in 2008, aims to advance the quality of nursing in rural East Africa by creating nursing resource centres outside the main cities in Ethiopia and Kenya. The project will allow the University to expand its nursing programme, for the first time, to Ethiopia, and to broaden its reach and accessibility outside urban centres to meet the health care challenges of rural communities that lack access to professionals with adequate knowledge. For nurses, who are mostly women, these centres offer an opportunity to obtain the higher skills and qualifications needed to better manage local health issues.

In Pakistan, AKU has benefited from the valuable collaboration and generous support of corporate donors and individual philanthropists. A new emergency building, inaugurated on the Stadium Road campus in Karachi in 2008, will be completed by the end of 2009. One of the first capital projects to be entirely funded by donors, it supports a new Department of Emergency Medicine that will offer undergraduate medical students a rotation in emergency care, and graduate students a four-year residency in emergency medicine. The Department is the first of its kind in Pakistan and one of the first in the South Asian region.

Lukas Lundin on a visit to Kibera, Africa's largest slum, in Nairobi. The US\$ 1.2 million grant from Lundin for Africa will allow the Advanced Nursing Studies programme in East Africa to establish resource centres outside urban areas in Kenya and Ethiopia, with the aim of improving health care for the rural poor, particularly women and children.



The new emergency building at the University Hospital in Karachi, built with the generous contribution of US\$ 3.2 million from private donors and US\$ 1.3 million from the University, will almost double the number of emergency beds and triple the floor space available for patient care.







In East Africa, the Advanced Nursing Studies programme is transitioning to a new School of Nursing and Midwifery that will offer professional degrees, rather than continuing education programmes, catering to students from Kenya, Uganda and Tanzania and, in time, to sub-Saharan Africa.

As the University's first academic institution, AKU-SON began operating in 1980, and educates nurses to provide exemplary patient care and demonstrate leadership in nursing education, practice, administration and research.

In Pakistan, AKU-SON was the first to offer professional qualifications and degree programmes in the field of nursing up to the Master of Science in Nursing (MScN) level.

As it has grown internationally, AKU-SON has used various approaches to respond to the human resource challenges of different countries. Since 2001, for instance, AKU-SON has offered an Advanced Nursing Studies programme in Kenya, Uganda and Tanzania. Developed at the request of nursing leaders and the respective governments, the programme offers continuing and higher education up to Bachelor of Science in Nursing (BScN) level to working nurses, allowing them to remain at their workplaces while pursuing professional development.

In Syria and Afghanistan, AKU-SON is providing technical assistance and building human capacity to strengthen government initiatives to improve higher education in nursing. In addition, nurses, eager to further improve their qualifications, have the opportunity to attend BScN and MScN programmes at AKU-SON in Karachi. In countries with few trained professionals, the programme is expanding the number of qualified health workers and in the process, improving the quality of care.

AKU-SON expanded its programme to Egypt in 2005, offering needs-based training courses to in-service nurses and opportunities to pursue higher education in Karachi. AKU-SON is also exploring partnerships and planning to establish new higher education opportunities for nurses in the Aswan Governorate of Egypt.

Research is of particular importance at AKU-SON. Faculty collaborate in research initiatives with a number of groups and are exploring the possibility of collaborating with international universities on research in the thematic areas of maternal, neonatal and child health, nursing education and selected non-communicable diseases.

For more information, please visit: www.aku.edu/son



Medical College



The Medical College, established in 1983, celebrated its 25th anniversary in 2008. Its aim is to train doctors who are expected to play leadership roles in raising the quality of care in their countries through improvements in primary, secondary and tertiary health care systems, conduct research on relevant diseases and offer technical assistance to governments at all levels.

In Pakistan, the Medical College's five-year undergraduate programme leads to a Bachelor of Medicine, Bachelor of Surgery degree. Students engage in problem-based learning and are required to spend a portion of their time in the community. Graduates emerge with clinical competence, not only in hospital practice but also in community settings, along with a more rounded understanding of health promotion and disease prevention.

Starting with a Master of Science (MSc) degree in Epidemiology and Biostatistics, the College has since added MSc degrees in Health Policy and Management and Clinical Research (for AKU postgraduate trainees only), a Master of Bioethics as well as a PhD in Health Sciences – the first of its kind in Pakistan. These programmes have expanded opportunities for those interested in academic medicine and research.

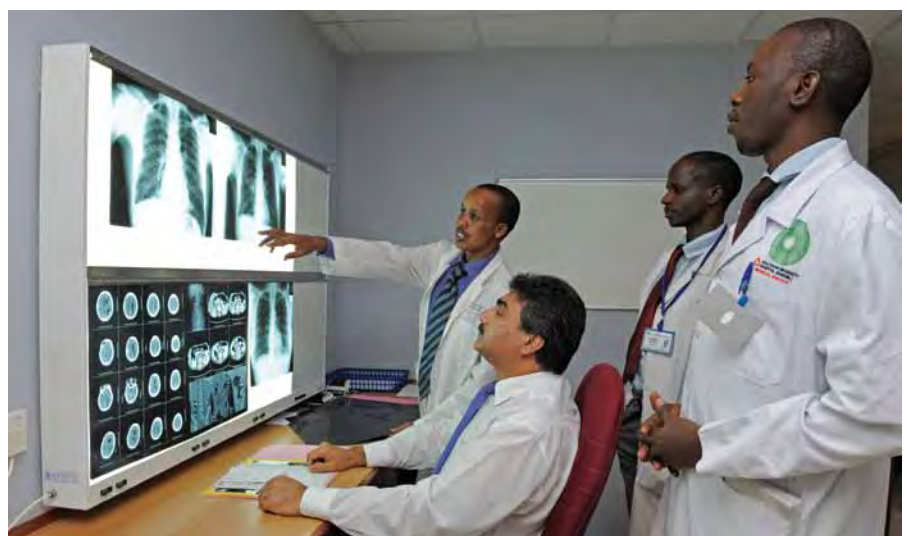
The University also offers postgraduate medical education in over 45 clinical disciplines, with 29 residency and 15 fellowship programmes along with a one-year internship, allowing doctors the opportunity of specialised training while remaining in Pakistan.

The Postgraduate Medical Education programme was expanded to Kenya and Tanzania in 2004 and has grown to offer nine four-year residency programmes leading to a Master of Medicine degree. For East Africa, this initiative has helped address the 'brain drain' issue, increasing the number of qualified specialists available in the region.

Research at the Medical College focuses on the key health issues facing the developing world, including infectious and non-communicable diseases, undernutrition, and maternal and child health. More recently, researchers at AKU have conducted research on cardiovascular disease, cancer, liver and kidney disease, molecular and genetic medicine.

For more information, please visit: www.aku.edu/medicalcollege

In East Africa, the Postgraduate Medical Education programme emphasises self-directed learning, formative assessment and role modelling as a means of facilitating experience-based learning for its residents.



Aga Khan University Hospitals



Aga Khan University Hospital in Nairobi, which became a teaching hospital in 2005, celebrated its 50th anniversary in 2008.

Established in 1985, the Aga Khan University Hospital, Karachi is committed to providing a continuum of safe, high-quality patient care with all services under one roof. A broad range of secondary and tertiary care is available in the 545-bed University Hospital. More importantly, those who are unable to pay for treatment receive assistance through the Hospital's patient welfare programme.

In 2000, AKUH, Karachi became the first teaching hospital in Pakistan to be ISO 9001:2000 certified and in 2006, the first in the country to receive Joint Commission International accreditation. The University Hospital is now among the very few teaching hospitals in the world to be both ISO certified and JCI accredited, recognition of its standards in health delivery and hospital care.

In addition, planned expansion for the University Hospital in Karachi includes new ambulatory care facilities and a skills learning centre.

In Nairobi, the Aga Khan Hospital became a teaching University Hospital in 2005 with the aim to be a premier tertiary care facility for East Africa. Since becoming a University Hospital, it has increased its clinical capacity and made significant improvements to its facilities. In 2007, it started construction on a US\$ 46 million Heart and Cancer Centre that will offer complete cardiac and cancer services, and house new facilities for surgery, obstetrics, critical care and diagnostic imaging.

For more information, please visit: www.aku.edu/akuh



Institutes for Educational Development



Established in 1993, Aga Khan University Institute for Educational Development (AKU-IED) aims to improve the quality of education by offering professional education programmes for teachers, teacher educators, educational managers, supervisory personnel and other officials, within a broad network of public and private education sectors in Pakistan and other developing countries.

To build the capacity of schools and educational institutions in Afghanistan, Bangladesh, Kyrgyz Republic, Pakistan, Syria and Tajikistan, a wide range of programmes are offered by AKU-IED, Pakistan. These include a four-year PhD (in which students from East Africa also participate), a two-year Master's degree, and Advanced Diploma Programmes in curriculum areas and educational leadership and management. Certificates in Education are offered through face-to-face, online and distance education, and field-based programmes, varying in length from two weeks to two months, to enable working professionals to choose courses suitable to their needs. The Institute also offers tailor-made short courses for institutions.

AKU-IED, Pakistan's first Professional Development Centre (PDC) is embedded in its campus in Karimabad, Karachi. PDCs have also been established in Gilgit and Chitral in the north of Pakistan, which provide teachers in remote and disadvantaged areas access to professional development through a variety of courses and programmes meant to improve the quality of teaching and learning in schools. A number of private schools have replicated this model, and the provincial Government of Sindh is considering transforming its existing teacher education institutions into professional development centres.

In 2006, a second Institute for Educational Development, East Africa was established. The new Institute, built on the foundation laid by the Professional Development Centre Lead-in Project in East Africa, is located in Dar es Salaam, Tanzania. It offers a two-year, full-time, Master of Education degree and six-month Certificates in Education for teachers and educational managers from Kenya, Tanzania and Uganda, with the aim of raising the standard of education in the East African region.

For more information, please visit: www.aku.edu/ied

Group-based discussion is a cornerstone of AKU-IED, East Africa's teaching and learning programmes that bring together teachers and head teachers from diverse cultures and backgrounds across East Africa.





In 2002, the University established its Institute for the Study of Muslim Civilisations (AKU-ISMC) in the United Kingdom to strengthen research and teaching about the heritage of Muslim societies as they have evolved over time, with specific attention to the challenges these societies face in contemporary settings. The Institute seeks to provide a unique and multifaceted approach to the study of Muslim cultures and societies by using a framework that incorporates world cultures, the humanities and social sciences, allowing for a wider analytical and comparative perspective. This approach is reflected in a broad range of activities spanning from education to research, publications, academic and cultural events.

Besides a two-year, full-time Master of Arts in Muslim Cultures degree, the Institute began offering a range of short courses on Muslim cultures in 2008 that respond to the needs of professionals in a variety of fields. These include a two-part course on exploring Muslim cultures; a two-week summer programme with the Centre for the Comparative Study of Muslim Societies and Cultures at Simon Fraser University, Canada; and a course on law in Muslim contexts.

In addition, the University of Texas at Austin's College of Liberal Arts and AKU-ISMC are collaborating on a Muslim Histories and Cultures Project. This is aimed at helping secondary school teachers in the state of Texas to develop a better understanding of Muslim civilisations and histories and to use this knowledge to create a more balanced curriculum within the Texas school system.

AKU-ISMC is also partnering with the Edinburgh University Press to publish three series: *Exploring Muslim Contexts*, which publishes papers from the Institute's research seminars, workshops and conferences; *In Translation: Modern Muslim Thinkers*, which translates into English important texts by innovative thinkers working in modern Muslim contexts; and *Muslim Civilisations Abstracts*, which publishes the reference catalogues of annotated bibliographies and abstracts that represents the dynamic range of scholarship taking place in Muslim societies.

For more information, please visit: www.aku.edu/ismc

The Institute's students come from a range of sectors and professions, including the social sciences and humanities, education, architecture and the visual arts.





Aga Khan University Examination Board (AKU-EB) was created as part of the University's fundamental role in improving the quality of education. More importantly, it is a response to a specific demand – made in 1995 by 16 schools in Pakistan – for improving the secondary school leaving certification system and offering examinations of a reputable standard, both in terms of costs and cultural suitability to Pakistani students.

AKU-EB was established in August 2003 to offer examination services for both secondary school and higher secondary school certificates throughout Pakistan and abroad. It offers high quality, affordable examinations, in English and Urdu, based on the national curriculum and emphasising the understanding and application of knowledge. The examinations are designed to encourage comprehension, logical thinking and problem solving skills that can prepare students for success in their adult lives.

Affiliation with the Board is voluntary and open to schools across the country, provided they meet the criteria set by AKU-EB. The Board also offers related services, such as a teachers' development programme that helps schools with the learning methods required by their teachers and students in preparing for AKU-EB examinations.

AKU-EB employs a modern computer system and sophisticated data analysis to support its very different style of examining. Its e-marking system, the first such system in Asia protects the candidate against marker error and allows accuracy, security and complete transparency in the processing of examination results. It also generates statistical feedback reports for each school on a subject-by-subject and question-by-question basis, providing schools with information on the performance of their own candidates relative to the country as a whole. This helps improve performance, both of students and the schools, from year to year.

For more information, please visit: www.aku.edu/akueb

Secondary school examinations, emphasising conceptual and critical thinking skills, were conducted in 85 affiliated schools for the first time in 2007.



اسپورٹس اینڈ ریکوریٹیشن سینٹر
THE SPORTS AND REHABILITATION CENTRE



The Sports and Rehabilitation Centre at the Stadium Road campus in Karachi, Pakistan, houses an Olympic-size swimming pool, a state-of-the-art gymnasium with a multipurpose court for basketball, volleyball, netball and throw ball. Other facilities include tennis and squash courts, a walking track and cricket ground, and modern weight training and aerobics rooms. It also offers rehabilitation facilities for patients.



Major Partners and Institutional Collaborations

AKU is privileged to collaborate with the following agencies and academic institutions:

British Council, Pakistan
Canadian International Development Agency
Catholic University of Portugal
College of Physicians and Surgeons Pakistan
Department for International Development, UK
European Union
Fogarty International, USA
Government of Afghanistan
Government of France
Government of Pakistan
Government of Syria
Harvard University, USA
Hospital for Sick Children, Canada
International Academic Partnership, USA
International Vaccine Institute, South Korea
Johns Hopkins University, USA
Karolinska Institutet, Sweden
La Chaîne de l'Espoir, France
London School of Hygiene and Tropical Medicine, UK
McGill University, Canada
McMaster University, Canada
National Institutes of Health, USA
New Zealand Agency for International Development
Sheffield Hallam University, UK
United Nations Children's Fund
United Nations Development Programme
United Nations Population Fund
United States Agency for International Development
University of Alabama, USA
University of Alberta, Canada
University of British Columbia, Canada
University of Calgary, Canada
University of California, San Francisco, USA
University of Cambridge, UK
University of Karachi, Pakistan
University of London, Institute of Education, UK
University of Oxford, UK
University of Sheffield, UK
University of Texas at Austin, USA
University of Toronto, Ontario Institute for Studies in Education, Canada
University of Waterloo, Canada



University Governance

Chancellor

His Highness The Aga Khan

Board of Trustees

Chairman

Ambassador Saidullah Khan Dehlavi

A graduate in Philosophy, Politics and Economics from Oxford University and a career diplomat, Ambassador Dehlavi served, inter alia, as Pakistan's ambassador to France, Switzerland, UNESCO and the European Union. He was appointed Chairman of the AKU Board of Trustees in 2001. His decorations include the Légion d'honneur from France.

Members

Princess Zahra Aga Khan

Director, Social Welfare Department, Secretariat of His Highness the Aga Khan Aiglemont, France

Princess Zahra Aga Khan, the eldest child of His Highness the Aga Khan, has worked in the Aga Khan Development Network since graduating from Harvard with a BA (Hons) in 1994. As the head of the Social Welfare Department, Princess Zahra oversees the Health, Education, and Planning and Building Services companies, with activities in 12 countries of Asia and Africa. She joined the AKU Board in 2003.

Dr J. Robert Buchanan

Former Dean, Cornell University Medical College and General Director (CEO), Emeritus, Massachusetts General Hospital, Boston, USA

A leader in medical education and health care administration, Dr Buchanan is Professor of Medicine at Harvard. He has served as President of Chicago Hospital and Medical Center, Dean of Cornell University Medical College and as Professor of Medicine at the University of Chicago. Dr Buchanan is a founding Trustee of AKU.

Mr Aziz Currimbhoy

Former Chairman, Aga Khan Education Service, Pakistan

Mr Currimbhoy was involved in the jute industry in former East Pakistan from 1955 to 1971, when he moved to Karachi. In 1977 he participated in the planning and construction of AKU. He became the Chairman of Aga Khan Health Service, Pakistan in 1986 and later the Chairman of Aga Khan Education Service, Pakistan. He served as Trustee of AKU from 1990 to 2008.

Mr Robert H. Edwards

President Emeritus, Bowdoin College, Brunswick, Maine, USA

President of Bowdoin College from 1990 until his retirement in 2001, Mr Edwards holds a BA from Princeton, a BA and MA from Cambridge and an LLB from Harvard. He was the Ford Foundation's Pakistan representative and then head of its Middle East and Africa Office from 1968 until 1977, when he was appointed President of Carleton College. He has received honorary doctorates from Bowdoin, Carleton, Colby Colleges and the University of Maine. He served as Trustee of AKU from 1987 to 1990, and was reappointed in 1999.

Dr Roderick D. Fraser

President Emeritus, University of Alberta, Edmonton, Canada

Dr Fraser served as President and Vice-Chancellor of the University of Alberta from 1995 to 2005. Before joining Alberta, he served at Queen's University in Ontario as Principal (Resources) as well as Dean, Faculty of Arts and Science. Dr Fraser holds a BA in History and Economics and an MA in Economics, both from the University of Alberta, as well as a PhD from the London School of Economics. He joined the AKU Board in April 2005.

Mr Munnawar Hamid, OBE

Chairman, British Oxygen Company Pakistan Ltd, Karachi, Pakistan

Mr Hamid is also Chairman of the Silkbank, Ltd., as well as member of the Policy Board of the Securities & Exchange Commission, Pakistan, and the Board of the Civil Aviation Authority, Government of Pakistan. Mr Hamid was formerly Chairman and Chief Executive of ICI Pakistan. He holds a BSc (Hons) from the University of Punjab and MA (Hons) from the University of Cambridge. He was appointed to the AKU Board in 2000.

Dr Syed Sibit-ul-Hasnain

President, Pakistan Medical and Dental Council, Islamabad, Pakistan

Dr Hasnain, a recipient of the President's Pride of Performance award, is a fellow of the College of Physicians and Surgeons Pakistan, the Royal College of Surgeons (Edinburgh and Glasgow), the American College of Physicians and the American College of Gastroenterology. He graduated from the King Edward Medical College, Lahore in 1971. He joined the AKU Board in 2007 as a nominee of the Pakistan Medical and Dental Council.

Dr Ishrat Husain

Dean and Director, Institute of Business Administration, Karachi, Pakistan

Dr Husain worked for the World Bank for over two decades before becoming Governor of the State Bank of Pakistan from 1999 to 2005. He has a Master's degree in Development Economics from Williams College and a PhD in Economics from Boston University. He has received many awards, including the *Hilal-e-Imtiaz* from the Government of Pakistan and was appointed to the AKU Board in 2006.

Mr Yusuf Habib Keshavjee

Chairman, White Rose Group of Companies, East Africa, Nairobi, Kenya

A former Chairman of Aga Khan Foundation, East Africa, Mr Keshavjee is a recent government appointee on the National Council for Children Services, a committee implementing early childhood policies. He was honoured with the Head of State's Commendation by the Government of Kenya in 2005. Mr Keshavjee is a graduate of the London School of Economics and Harvard Business School. He was appointed to the AKU Board in 2006.

Dr Tom Kessinger

General Manager, Aga Khan Foundation, Geneva, Switzerland

Dr Kessinger holds a PhD from the University of Chicago and has taught South Asian History at the Universities of Virginia and Pennsylvania. In 1977, he joined the Ford Foundation in India and then headed the Foundation's office in Indonesia as Representative for Southeast Asia.

In 1988, he became Haverford College's 11th president. He served as General Manager of the Aga Khan Trust for Culture from 1996 to 2002, when he became General Manager of the Aga Khan Foundation. Dr Kessinger was appointed to the AKU Board in 2008.

Mr Naguib Kheraj

CEO, JPMorgan Cazenove, London, United Kingdom

A graduate in Economics from the University of Cambridge, Mr Kheraj is CEO of JPMorgan Cazenove, a UK-focused investment banking business. He has previously been Finance Director of Barclays PLC. He also holds the positions of Governor, The Institute of Ismaili Studies, Chairman, National Committee, Aga Khan Foundation, UK, Investment Committee Member, The Wellcome Trust and Board Member, UK-US Fulbright Commission. Mr Kheraj was appointed to the AKU Board in 2008.

H.E. Benjamin William Mkapa

Former President of the United Republic of Tanzania

H.E. Benjamin Mkapa served as President of the United Republic of Tanzania for two terms from 1995 to 2005. He is currently active in conflict prevention, management and resolution in the Great Lakes Region of Africa, and is an active player in regional economic cooperation within the East African Community, and the Southern African Development Community, of which he is Chairperson. He holds a BA from Makerere University, Uganda and a Master's degree in International Relations from Columbia University, USA. He was appointed to the AKU Board in 2007.

Dr J. Fraser Mustard

Bell Canada Fellow and Founding President The Founders' Network, The Canadian Institute for Advanced Research, Toronto, Canada

With an MD from Toronto and PhD from Cambridge, Dr Mustard was a faculty member in Medicine and Pathology at University of Toronto from 1956 to 1966. He helped establish the Medical School at McMaster University and in 1972 became its Vice President, Health Sciences. He founded the Canadian Institute for Advanced Research to promote interdisciplinary research in 1982, and was made a Companion of the Order of Canada in 1994. Dr Mustard is a founding Trustee of AKU.

Mr Firoz Rasul

President and Chief Executive Officer, Aga Khan University

Mr Rasul served as Chairman and Chief Executive Officer of Ballard Power Systems, a world leader in fuel cell technology, from 1988 to 2003. Before that, he was Vice President of Marketing and Sales for Mobile Data International, from 1981 to 1988. Mr Rasul received a Bachelor's degree in Industrial Engineering from the University of Hertfordshire, UK and an MBA from McGill University. He was conferred the degree Doctor of Laws, *honoris causa*, by Simon Fraser University in British Columbia in 2001.

University in Numbers

Programmes	Enrolment 2008	Graduates			
		Up to 2006	2007	2008 - 2009	Total

PAKISTAN: FACULTY OF HEALTH SCIENCES

School of Nursing

Diploma in Nursing (RN)	227	1645	64	67	1776
Post-RN BScN	98	405	32	28	465
BScN	137	165	42	33	240
MScN	25	17	4	12	33
TOTAL	487	2232	142	140	2514

Medical College

MBBS	475	1370	79	80	1529
MSc (Health Policy & Management)	19	21	6	4	31
MSc (Epidemiology & Biostatistics)	23	57	5	4	66
MSc (Clinical Research)	15	0	2	6	8
MBioeth	19	0	0	0	0
PhD (Health Sciences)	20	1	0	3	4
PGME (Postgraduate Medical Education)	362	1377	114	121	1612
TOTAL	933	2826	206	218	3250
Pakistan – TOTAL	1420	5058	348	358	5764

EAST AFRICA: FACULTY OF HEALTH SCIENCES

Advanced Nursing Studies, Nairobi

Diploma in Nursing (RN)	106	180	97	76	353
Clinical Specialist Diploma	18	5	13	18	36
BScN	93	40	44	85	169
TOTAL	217	225	154	179	558

Advanced Nursing Studies, Dar es Salaam

Diploma in Nursing (RN)	114	85	30	74	189
BScN	88	38	35	76	149
TOTAL	202	123	65	150	338

Programmes	Enrolment 2008	Graduates			
		Up to 2006	2007	2008 - 2009	Total

Advanced Nursing Studies, Kampala

Diploma in Nursing (RN)	80	69	33	58	160
BScN	53	37	19	55	111
TOTAL	133	106	52	113	271

Postgraduate Medical Education, Nairobi

MMed	52	0	0	6	6
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Postgraduate Medical Education, Dar es Salaam

MMed	10	0	0	1	1
East Africa – TOTAL	614	454	271	449	1174

PAKISTAN: INSTITUTE FOR EDUCATIONAL DEVELOPMENT

Certificates in Education	295	5059	381	280	5720
Advanced Diplomas in Education	53	294	88	46	428
MEd	62	276	44	39	359
PhD (Education)	12	0	0	0	0
TOTAL	422	5629	513	365	6507

EAST AFRICA: INSTITUTE FOR EDUCATIONAL DEVELOPMENT

Certificate in Education	186	702	63	125	890
MEd	73	0	0	21	21
TOTAL	259	702	63	146	911

UK: INSTITUTE FOR THE STUDY OF MUSLIM CIVILISATIONS

MA in Muslim Cultures	29	0	0	11	11
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Financial Information

Consolidated Financial Performance		
(\$ in millions)	2008	2007
Income		
Hospital Revenues	136.4	133.3
Tuition Fees	6.7	5.5
Grants	11.0	11.7
Donations	8.2	3.5
Endowment / Investment Income	12.2	10.4
Other Income	9.7	8.0
Total Income	184.2	172.4
Expenditure		
Staff	82.0	80.2
Supplies	41.0	41.2
Patient Welfare	5.2	4.9
Grants to Students	0.9	0.7
Other Operating Expenses	38.0	35.0
Total Expenditure	167.1	162.0
Ongoing Capital Equipment	15.5	13.3
Land / Construction / Major Projects	28.7	23.3
Funding Shortfall	(27.1)	(26.2)
Funding from the Chancellor, His Highness the Aga Khan	32.1	25.8
Excess / (Shortfall) of Income over Expenditure¹	5.0	(0.4)

¹ The 2007 shortfall was funded through excess of income over expenditure of prior years.

Major Capital Projects
(\$ in millions)

	Total Project Value	Donor Pledges	Funding from the Chancellor, His Highness the Aga Khan	AKU Contribution	Completion Date
Aga Khan University Hospital, Karachi					
Soparivala Building (Clinical Laboratory Phase II)	1.7	-	-	1.7	2007
Emergency Building	4.5	3.2	-	1.3	2009
Labour & Delivery Suite Expansion	3.4	2.4	-	1	2009
Utilities Master Plan	15.5	-	-	15.5	2010
AKUH, Karachi	25.1	5.6	-	19.5	
Aga Khan University Hospital, Nairobi					
Heart & Cancer Centre	46.2	-	46.2	-	2010
Total Aga Khan University Hospital, Karachi & Nairobi	71.3	5.6	46.2	19.5	

Aga Khan University is a not-for-profit institution that has received significant funding from the Chancellor, His Highness the Aga Khan, who has also provided further support through seed money for new programmes and major expansions.

In order to effectively implement its fundamental principle of accessibility, AKU provides education programmes that are highly subsidised, charging, on average, only 24 per cent of the total cost of education. In addition, financial assistance is provided to students unable to cover these fees funded partly by a scholarship endowment fund and partly by the University budget. To date, over US\$ 12 million has been provided as grants and interest-free loans to students, with US\$ 1.7 million in 2008 alone.

The University also provides substantial subsidies to indigent patients. Funding for these programmes comes from a patient welfare endowment fund, allocation from Aga Khan University Hospital revenues and activities – the Hospital flower and gift shops that generate additional money – plus annual donor giving. Since the patient welfare programme's inception in 1986, the University Hospitals in Karachi and Nairobi have assisted over 342,000 patients with over US\$ 43 million (US\$ 5.2 million in 2008 alone).

The University is grateful to the Chancellor and to its well-wishers and supporters who have helped meet the financial requirements for its continuing expansion, as well as its financial needs for education and patient welfare, including *zakat* from The Patients' Behbud Society for AKUH. It looks forward to continued support as these needs are growing annually by 25 per cent.

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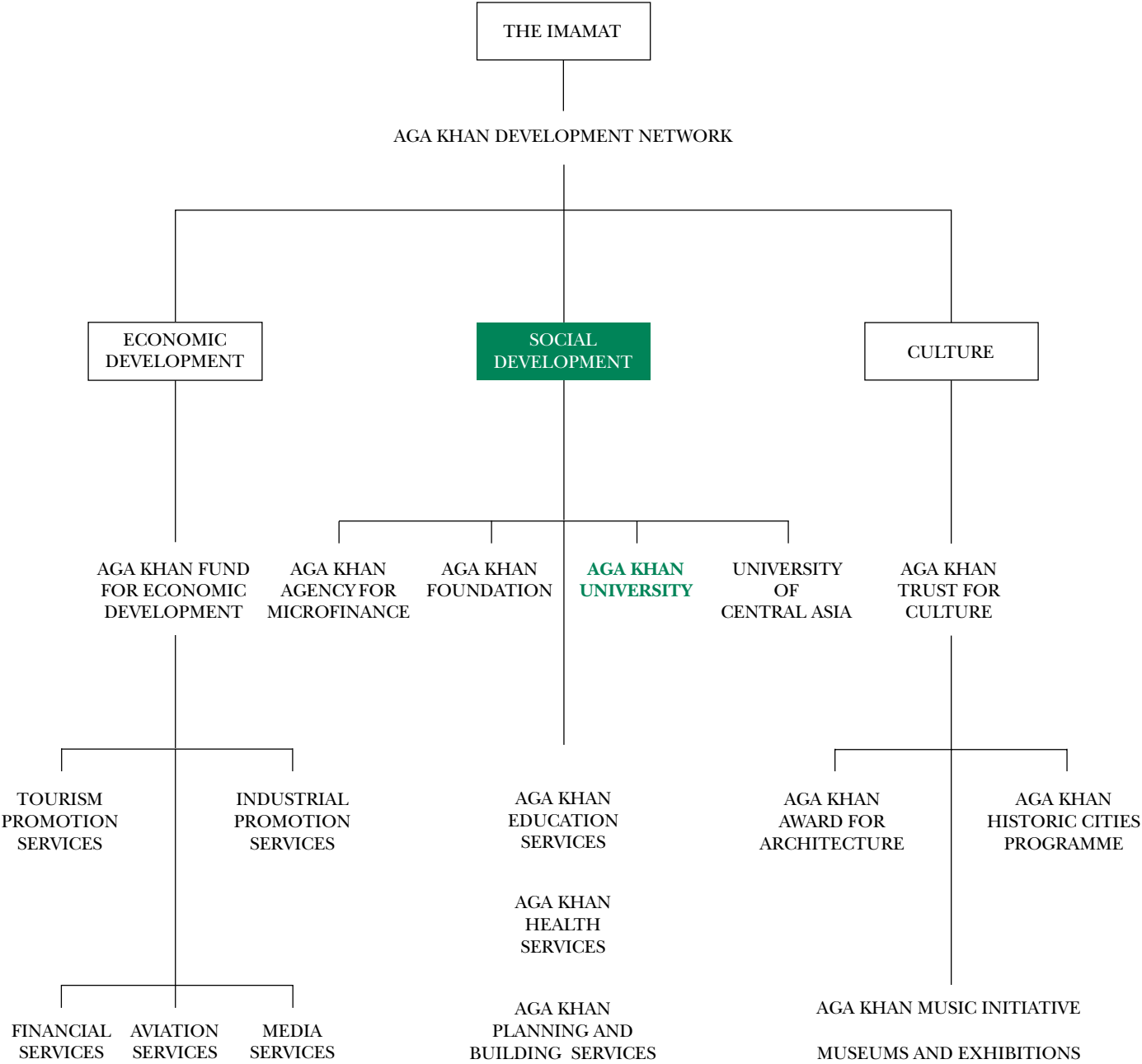
Websites

Aga Khan University:
www.aku.edu
Aga Khan Development Network:
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